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ABSTRACT

This pamphlet was written to assist child care employees in conducting a survey of the salaries, benefits, and working conditions of individuals and/or day care centers. The following topics are discussed: reasons for making a survey; limits of surveys; personnel, time, and money involved; sample selection and informaton collection strategies; insuring responses and guaranteeing anonymity; formulating questions; and analyzing and utilizing results. Appendices indicate aspects of employment that survey questions could address, provide a sample child care salary and working conditions survey and a day care center survey, and include a list of 12 steps in performing a survey. (RH)

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SALARY SURVEYS: HOW? WHY? WHO? WHEN? WHERE?

How to conduct one in your community

Marcy Whitebook and Willa Pettygrove
Child Care Employee Project

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Avoiding Burnout, illustrated by Loel Barr.
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This pamphlet could not have been written without the wisdom and experience contributed by the following persons and groups:

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INTRODUCTION

Inadequate salaries, lack of benefits and low status characterize the majority of jobs in early childhood programs. The turnover rate at most centers ranges from 15 to 30 %, a rate which far exceeds the national average of 10% for workers in other human services. [1] Many workers say that poor compensation is one of the principal reasons for this high turnover. [2] The annual exodus of many well trained and committed workers gnaws away at the morale of those left behind.

In the last few years, child care employees have begun to speak out against this situation and to seek remedies. The first step in several communities has been information gathering about existing salaries, benefits, and working conditions. Groups of concerned child care staff have conducted salary surveys in Wisconsin, Massachusetts, Ohio, Michigan, Minnesota, California, and Tennessee. While all these groups have found useful data for their efforts to upgrade the field, the work of conducting a survey has often been a difficult, time consuming, and frustrating process. A survey is no small undertaking!

This pamphlet is written to assist others who want to do a survey--to help you decide if you need to do one. It is based on our experience conducting several surveys, and on interviews with advocates around the country who have collected salary data in recent years.

We know that it can be intimidating to undertake a "research" project. The very word scares many people away and we, too, were apprehensive to tackle survey research at first. Our efforts were successful largely because we received so much help from people. There are many researchers who will be more than pleased to put their skills to concrete use, so we encourage you to find supports in your community.

In this pamphlet we have tried to demystify some of the terminology used

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1. Seiderman, S., "Combatting staff burnout." DAY CARE AND EARLY EDUCATION. Summer 1978, 5(4), 6-9.

2. Whitebook, M., Howes, C., Darrah, R., and Friedman, J., "Caring for the caregivers: Staff burn-out in child care." CURRRENT TOPICS IN EARLY CHILDHOOD EDUCATION, VOLUME IV. L. Katz, (Ed.), New Jersey: Ablex Publishing Co.

in survey research. Included are ideas and suggestions regarding:

- pros and cons of salary surveys;
- time and energy involved;
- ways to collect information;
- selecting a survey sample (who to survey);
- how to make best use of findings;
- examples of surveys and other resources.

WHY DO A SURVEY?
We already know the pay is terrible, the hours are long, and the benefits are few.....

A salary survey of child care employees will probably reveal few surprises to those who design and conduct it. We all know about the problems with pay, working conditions and benefits from our own experience. Other people probably do not know. A salary survey is a valid and effective way to have others see what we have experienced.

The survey can serve as clear rationale for a raise, and can open up discussion on wages and other issues. For example, Tennessee Head Start officials were so appalled at the results of a survey of their employees that they soon raised salaries 6.7%. That is a small but good beginning. Figures which document low pay hit home in a direct way, so that the discussion can shift from whether there should be a raise or increase in benefits to how much improvement is needed.

Salary and benefit information is also useful in planning budgets for a new center, for expanding a program or for "business as usual" next year. Centers and child care resource and referral agencies receive regular requests about appropriate salary and benefit packages. Although the current pay levels are indefensibly low, these data can be the basis for making estimates about what staff should be paid. When Church Related Nursery Schools in Southern California were surveyed, the salaries were so low that those conducting the survey decided not to publicize the results. Rather, they used their findings to develop a recommended compensation package toward which the schools might strive. They used the survey data as a guide for setting realistic goals that wouldn't bankrupt the programs.

A survey can help raise the consciousness of many persons, including early childhood staff themselves. Because staff spend most of their worklife in contact with children, they may not know that low pay is a problem they share with many other workers. One feature of burnout is the sense that no solutions exist, or that finding them is beyond the ability of the affected individuals. Through direct participation in a salary survey, staff gain a sense of their shared problems, and can begin to talk about solutions. Data on compensation and working conditions can also help workers develop reasonable requests from their center boards or owners. For example, lower compensated employees can request the average salary in their community, and workers without grievance procedures and breaks can make these issues priorities.

Surveys provide hard facts which help to enlist support from parents and the community. Public decision makers or parents usually don't have a clear notion of what constitutes a child care budget. With salary data, public agencies can see how difficult it is to reduce budgets while maintaining staff-child ratios. Parents can better understand the need for modest fee increases or fundraisers. These hard facts can also serve as the basis for effective arguments about the need to increase public child care monies and to investigate comparable worth.

THE LIMITS OF SURVEYS

A survey won't guarantee higher salaries. The data may generate interest and ideas for improving workers' situations, but it won't automatically lead to improvement. A survey that is too ambitious may just leave some workers burned out and buried in papers and numbers that have little meaning to others in the community. To maximize the effect of survey findings, you must be prepared to commit time and energy not only to designing an efficient questionnaire, but also to publicizing your results.

Survey results may be used to justify low pay and no change. Given your results, some employers may argue that their salaries are sufficient because they pay the "going rate." Data must be accompanied by explanations of how child care is undervalued, as are other types of female dominated jobs in this society. After all, survey data only tells what is, not what should be.

WHO SHOULD DO A SURVEY?

Government agencies, professional organizations, and private employers routinely collect salary and benefit data for many occupations. Unfortunately, where such data exist for early childhood staff, they tend to be lumped within other occupations. Surveys conducted by early childhood organizations or social service departments have tended to cover only small areas and groups--so there are many bits and pieces, gaps and overlaps. It is difficult to make a meaningful picture out of all this.

More useful surveys have been collected by child care workers themselves, working alone or in conjunction with a resource and referral agency or university research project. However, surveys require time, money, and specialized skills---resources that child care professionals may find hard to come by.

If you or your group can find the time and money, this pamphlet will provide some of the skills. Here are some ideas to help you find the necessary time, money and human energy:

- Use your local early childhood organization's newsletter or conference to distribute the survey;

- Apply for a grant from a group that shares your concerns (AEYC, Business and Professional Women, etc.);

- A child care resource and referral agency may be able to contribute staff and telephone time, bulk mail permits, lists of programs to contact, and publicity, as well as ideas on how to design and conduct the survey;

- Form a coalition of early childhood advocates (center staff, resource and referral staff, early childhood instructors, etc.) to do a community survey as a joint project. You will get plenty of volunteers this way and will be more likely to collect data of use to the whole early childhood community;

- Community and government agencies (resource and referral, social service departments) may already collect some of the information you need, or might be willing to incorporate your questions into their routine record keeping. (This happened in Minnesota. State officials added salary questions to their yearly enrollment survey of licensed centers throughout the state.);

- A university department in child development, education, city planning, or social work might be interested in supporting the survey as part of a research project or student internship.

In other words, there is help out there! By seeking it you can have a positive impact on the community. You may raise the awareness of agency staff, and university students and faculty. You may change the procedures of a community or government agency to make them more responsive to the needs of child care staff and programs. The wonder of having regular salary data is that you can measure improvements from year to year.

HOW MUCH TIME, HOW MUCH MONEY?

The first step in planning any project is estimating the time and money required. Be realistic - it's better to attempt a conservative project than to end up with an ambitious, but unfinished one. When the CCEP undertook its first in-depth salary survey several years ago, we had a completely unrealistic schedule in mind. We expected that a few people working three to four hours a week could finish in nine months or so. The actual project took three years, with some of us logging more hours than we could count. We didn't anticipate the problems that would slow us down and cost us more--increases in postage and paper costs, a broken mimeo machine, a flu epidemic among the workers.

A good rule of thumb for survey projects: **WHATEVER TIME YOU BUDGET FOR THE JOB, MULTIPLY IT BY TWO—OR THREE!** We don't want to scare you--just prepare you. Make a time budget. The following are some time and financial estimates based on our experience and those of others who have completed surveys. Your actual time and costs will vary depending on how large a group you survey, the method you use and how much donated or low cost help you can arrange. (For example, a work-study student can help a great deal with tabulating data.) The estimates here are for approximately 100 mailed or written surveys similar in length to the one in Appendix A; collecting data by phone or in person would take a lot longer.

TASK	NUMBER OF HOURS
Developing Survey Form (includes pre-testing, typing and cover letter)	40 - 100 hours (depends if you start from scratch or use a modified existing form)
Collecting Data:	
Choosing the sample	5 - 10 hours
Distributing the survey	3 - 5 hours
Following-Up	3 - 10 hours
Analyzing Data	40 - 100 hours (depends of length; number of open-ended questions)
Writing and Publicizing Results	5 - 20 hours (or more, if you become involved in community meetings, etc.)

Now, make a financial budget. (The estimates below do not include labor costs. Minnesota officials estimate their expenses including labor to be about $1500 a year.)

TASK	COSTS
Printing or Copying Survey	$12 - 20
Mailing Survey	$20-40
Analyzing Data	$150 - 200 for keypunching, computer time
Publicizing Results	$10 - 30

WHO WILL BE SURVEYED?

This question is more complex, and more important, than it may seem at first glance. The population, in research terms, is all the people the research findings are believed to represent. The way in which the survey population is defined will determine what kinds of questions can be asked, and in what circumstances the answers will apply. Examples of some survey populations are:

- All Head Start staff in Keokuk, Iowa--full time, part time, cooks, teachers, and bus drivers; or
- All classroom staff in Title XX funded centers in Federal Region X; or
- All teachers, directors, aides, and assistants in publically funded programs in Sacramento County, California.

As you define the population, you are identifying the individuals who are most likely to give you the information you need. Will you ask one person in each program (i.e. the director) to report personnel policies and pay scales, or will you ask the workers themselves? It may be very efficient to get salary data from directors, but if you survey individual workers, you can ask a broader range of questions. For instance, in addition to finding out about pay and working conditions, you can ask for workers' perceptions of their jobs. You can also investigate questions about workers' training for the job, reasons for choosing the job, and so forth.

It may be difficult to contact individual workers as center directors will vary in terms of their willingness to facilitate employee participation in the survey. (In Minnesota, the Child Care Workers' Alliance conducted a survey of individual workers by looking up recent listings of TB skin tests on record at the local health department). However, contact with workers has the added benefit of helping to raise awareness about pay issues. Information on workers' qualifications, commitment to the work, and satisfaction (or dissatisfaction) may be useful in arguing for better pay and working conditions. In the Appendix, we have included an example of a survey to be used with individual staff that can be easily adapted for use with center directors.

Many good salary surveys involve small, self contained groups. When it is impractical to contact every person in a population, a sample must be defined. In sampling, a fraction of individuals are contacted and the results are interpreted as representative of all of them. For example, the survey might be sent to half the staff at publically funded centers in a city, or to all staff in one third of all Headstart programs in a region. The sample must be selected with care so that you can have confidence that your results represent all of the workers with whom you are concerned.

If at all possible, you should try to consult with someone who has a background in research methods and statistics when you plan your sample. Even with this help, it is important for you to understand how sampling relates to the special characteristics of child care work. Individuals can be sampled at random from a population, or according to some pattern. If the survey is to include different program types (such as Montessori, church related, and parent co-ops), then the sample would be structured (or "stratified") to include some of each type. Individuals should still be sampled randomly from within these programs. Random sampling means that each center or person has an equally good chance of being selected and therefore the sample reflects the same distribution you would find in the larger population. Despite the label "random", there is a method to this type of sampling. Check with a consultant or a statistics text for how to do it.

You will know better than any consultant the kinds of sampling errors that can occur. For example, a survey sent out from a professional organization like AEYC may contact a larger proportion of highly educated staff, and may not be representative of the population with which you are concerned. In California, survey results sometimes show unrealistically high pay levels because they include a disproportionate number of public school Children's Center teachers whose earnings are close to those of elementary school teachers. A survey distributed during staff meetings might miss the part-time and substitute staff who have very low pay and no benefits. Think in advance about the things that might make your sample misrepresent the population you are studying. If you expect that the sample will be skewed, include questions (such as on education and program type) so that you can explain these problems in your survey report.

Sample size is also an extremely important issue. Try for the largest number of surveys you can handle effectively. Try to reach a large proportion of the total population. At minimum, your sample should be 10% of the population you have defined. A larger fraction will give you more confidence that the sample provides a real picture of your population.

DIFFERENT WAYS TO COLLECT INFORMATION

Information about salary, benefits and working conditions can be gathered by phone or in-person interviews, or through a written questionnaire. (Questionnaires can be mailed or distributed at a conference or other gathering.) Each method has pros and cons, and deciding which to use will depend on your resources, energies and needs.

Phone and In person Interviews

Pros:

- People who are contacted are more likely to respond due to the personal touch. The interviewer records information and can ask for clarification, therefore there is less opportunity for misunderstanding. Lots of detail and feedback that is lost in written questionnaires can be communicated verbally.

Cons:

- This involves many hours to arrange and conduct interviews. Travel and/or toll calls may create large expenses. Much of the work has to take place when interviewees are off work (mainly evenings).

CCEP conducted telephone interviews with 95 child care staff in our 1978-1979 study. Initially we contacted each center in our sample by letter explaining our intent. We then called each center to set up a visit during a staff meeting, enabling individual staff to participate in the survey. At the meeting, we arranged individual interview times and/or got phone numbers for future contact. Only then did we get to the actual interviews, most of which were forty five minutes long. Even when appointments were set, we often had to reschedule due to an unforeseen problem: a cranky child, a scheduling oversight, a bad day, etc. But we got great information this way. People enjoyed the interviews and the opportunity to talk in depth about their work. Keep in mind that we had 15 volunteers to work on this project--all of whom worked 20 to 40 hours each in addition to several hours of training.

Written Surveys

Pros:

- Minimal time in collecting data.

Cons:

- The expense due to mailing costs. (This can be reduced if the survey is piggybacked onto another mailing such as a newsletter. However, be sure to call attention to the enclosed surveys or they may be overlooked). A low return rate is typical. If people don't understand questions, there is no vehicle for clarification.

- Occasionally, written surveys can be handed out in person. Here you have the same advantages as with mailed surveys, but without the postage cost. You might also be able to clarify any problems or questions. But remember: a class or conference attracts certain people, so your results may not apply broadly.

Whatever method you use for a survey, you will still have to make decisions about whom you will survey. Are you looking for responses from individual child care workers or do you want more general information about centers? Some of the basic methods for choosing who to survey are described below.

INSURING RESPONSE

...will everyone respond to the survey?

One of the most serious things that will affect your survey is the response rate. Not everyone you contact will participate. How do you cope with this? First, expect that the return will be less than you want. A return of 65 to 70% on a written survey with lots of follow-up would be considered exceptional. With mail surveys, 30% would be a good response. Start with a large sample to allow for the good number who will not respond. Then, take a good look at the returned surveys to see if there is any pattern among those who did respond. (You should describe any apparent pattern when you report your findings).

You can do a number of things to help get a higher response rate:

Be persistent and patient. Expect that people will need reminders. Call the center and ask if the surveys have been mailed back; ask the director to remind the staff about the survey. Invite yourself to a staff meeting to do the reminding. If someone breaks an appointment for a phone interview, make another one. After two or three reminders however, it is unlikely that people will still respond. Know when to call it quits!

Be clear. If the survey is confusing or looks like it will take a long time to fill out, people will set it aside and forget it. Make sure your instructions are easy to understand. Give a draft of the survey to a good critic to review. Test the survey on a group that you don't need for your sample. Define any special terms (is "preschool" any program for children under five, or just a half day school?), and avoid unfamiliar terms. In one survey, many respondents identified their county as "USA" because they read the question as "country." The words "city" or "state" would have been more meaningful to the respondents, and probably just as useful.

Be simple. Avoid long, tangled explanations or intricate questions. Use close ended questions whenever possible, as they can be checked off quickly and easily. Lots of blank lines will scare people away.

Be concise. A four page document will turn people off. Limit your questions. Ask yourself about each one, "Why am I asking this? What will I do with this information?" After you write the first draft, try cutting it in half. Remember a longer survey means more work for you, too.

Be relevant. Respondents will reject questions that seem meaningless. Their time is valuable, so ask questions that people will want to learn the answers to.

Be creative. An attractive survey will boost your return rate. Unless you are good at typing and layout, get help from someone who has these skills. A typeset survey is even nicer. Aim for something that doesn't look like a test. Pay attention to length in lay out--a survey that is run on two sides of a page will appear less intimidating than the same length survey on several separate pages.

Be appreciative. It takes time and energy to fill out a survey. Let people know you appreciate their efforts, in a concrete way. For instance, put them on a mailing list for information or state your thanks in a letter or newsletter. Be sure to send every respondent a brief statement of the survey results.

Be sensitive when introducing the survey. Design a respectful, interesting cover letter. A cover letter is the first contact respondents have with the survey. Be sure your objectives are clearly stated and let people know why their cooperation is important. Be brief, but personal. Let readers know that you will share the results with them. If you can afford it, include a self addressed stamped envelope for respondents to return the survey.

ANONYMITY: WHY IT IS IMPORTANT

People are more likely to respond honestly if they feel there is no risk to them. Comments about staff relationships, supervisory support, or job satisfaction could hurt coworkers or the respondent's job evaluation. Directors and staff may be uncomfortable about information that would make their program look bad.

There are two basic steps to assuring anonymity--an identification system for respondents, and an assurance of "informed consent."

ID SYSTEM: Decide in advance whether you will need to follow up on those surveyed. If you plan to repeat the survey in a few years, or follow up on respondents who haven't completed the survey, then assign a code number to be printed on the survey before it is sent out. Make a list of respondents' names and their codes. Put this list in a secure, confidential place away from the surveys. This list should be seen by as few people as possible. The code may include a location--a particular center, city or state. For example, "B 501" might be respondent Number 501, Center B. Often, you can decide in advance that all code numbers in a certain range will be assigned to one location. If 500 to 550 were assigned to Center B, then just the number "501" would tell you that respondent 501 was from that center. A code may also include information about funding source or length of program day. For example, a S in the code may indicate that the program receives public subsidy; an F or H may indicate full or half day programs. The advantage of including information in codes is that respondents will be asked fewer questions. Be sure you store a record of all codes with your list.

If no followup is planned, the ID code can be assigned to each survey when it is returned.

INFORMED CONSENT: Prepare a statement assuring anonymity which will be read by the respondent before completing the survey. For example:

> Your responses will remain confidential. Neither your center or you personally will be named in any reports.

It is a good idea to include a reminder toward the end of the survey, or before very sensitive questions, that the results are anonymous. If the survey results will be used as part of a research project, you should add a comment to be signed by each respondent that they understand the purpose of the survey and agree to participate. Make it clear to respondents that nobody who looks at the data will be able to conclude that "Chunky Child Care pays only $3.50 an hour" or that "Joan at Pixie Playcenter hates her supervisor." If individual workers are surveyed, it is very important to design a process for returning the surveys that won't violate their anonymity. For example, if workers are just asked to hand completed surveys to directors they may be careful to censor negative comments. If possible include a stamped envelope for each respondent or arrange to have someone from your group pick up the surveys from the centers.

Remember that despite all your cautions, not everyone will respond. And even those who do may choose to omit answers to certain questions.

WHAT QUESTIONS TO ASK

Content:

Before determining which questions to ask, make a list of the kind of information you hope to gain. This list can be used as you write questions to assure that you are covering all the important points. For example, do you want to know differences in the earnings between different types of staff, or between different types of programs? Do you want just an overall wage average for one geographic area? If you plan to make comparisons, the survey must include ways to divide the respondents into categories. The list of information you want will also help you identify repetitive or useless questions.

There is no list of questions that must be asked, but most surveys include questions that address the following issues:

- Description of the pay, benefits, length of employment, and other aspects of child care work.

- Comparison of different categories of workers (by job title, education, sex, ethnicity, or other characteristics) or different types of child care programs. Appendices A and B list questions that have been used in other surveys.

Beyond these basic questions are others that might meet specific needs for your survey. For example, a survey might investigate the relationship between working conditions of staff and indicators that children and parents are happy with the program. More specific information on needed benefits, such as maternity leave, and paid child care for employees, might help a director more effectively meet staff needs. Other information on job turnover, educational background, and career ladders, might help a local college plan more realistic staff training and career counseling. No one survey can answer all questions. When CCEP did its first survey, we did include every question we could imagine. It really increased the time it took to make the information available to the community. Keep in mind the original reason you began the survey. Remember a completed, limited survey is much more useful than an unfinished one of any length!

Format:

The key to a good survey is well written, clear questions. Writing questions is not as easy as it may seem! Remember that a survey gives you just one chance to ask each question, and each question must contain only one concept. Confusing questions can result in serious errors that are impossible to detect or correct.

Avoid doublebarreled questions. These are questions that essentially ask two things under the guise of one question. For example:

"Child care work is challenging and tiring."(Yes or No)

The answer to such a question would be unclear. Also avoid questions that are negative. Try to state queries in a positive voice. For example:

"Child care workers don't need specialized training." is less clear and positive than, "Child care workers need specialized training."

Open-ended questions are ones that let the respondents define how the answer will be stated. For example:

"What is the greatest source of tension in your job?"_____

Open-ended questions don't limit answers to some pre-set idea of what respondents will say. These types of questions are especially useful to explore topics about which very little is known. However, the answers to such questions can be difficult to categorize and summarize and there can be errors. Often they result in a huge amount of information that may be impossible to reduce to a set of numbers. Respondents can be turned off by the task of having to fill in a long list of blanks. It seems easier to just check off answers, especially if there is some place available on the form for additional comments.

Closed questions present the respondent with a set of alternative answers from which to choose. For example,

Please indicate how may hours you work each day: ()4 or less ()between 4 and 6 ()between 6 and 8 ()8+

Note that there are no overlaps or gaps between the possible answers; if the choices had been "less that 4", "5-6", "7-8", "more than 8", a person working 4 1/2 hours per day would be unable to answer. Besides avoiding these mutually exclusive responses, be sure you include a comprehensive list so that people can find a response that fits their situation. Always include an "other" response so that people can respond if the list fails to include an applicable option.

It is possible to have closed questions that allow more than one answer. a typical one is:

Please check which benefits you receive from your employer. Check all that apply: ()sick leave ()health insurance ()maternity leave ()other_____

In essence, each of these alternatives represents a separate question (do you have sick leave? do you have health insurance?), and it may be difficult to reduce all the responses to one number. Multiple answer questions are more difficult to analyze, especially on some computer programs.

There is a trade off between open-ended and closed questions. Open ended ones are more difficult to code and analyze, and can allow more errors. However, they usually result in a richer and more exact picture of the respondent. Closed questions can be quickly answered and coded. However, they often result in some loss of information. Both open-ended and closed questions can be used in the same survey, depending on the type of information you are seeking.

Problem Areas:

It should be clear that surveys of this type deal with very sensitive issues. Money is a private matter and most people are uncomfortable when asked about their income. Staff may be embarrassed about their low salaries, and directors will worry that a survey means more budget hassles for them. Both workers and administrators may feel their motives and the quality of their work are being questioned. These potential problems make careful planning and introduction of the survey particularly important.

Another big problem is the lack of consistent terms to describe child care work. Give much care and attention to the terms you use in your questions. If there is any doubt, include a short definition or example to help respondents understand what you mean. Confusing terminology is especially difficult with closed questions, because there is no way to check how respondents interpreted the questions. Here are some potential problem terms:

- Program Type: Is nursery school the same as preschool? Are such programs always half-day? Is Head Start a public program or private non-profit? A program's philosophy (e.g. Montessori, traditional), its legal organization (nonprofit, public, proprietary), its funding source, and its structure and hours of operation are all separate variables. Begin by listing all the posssible programs your survey population will include. Then write questions so that they will identify all possible combinations of program variables and categories. If an ID code is assigned to each survey, it is possible to determine program type without asking each respondent; you can decide in advance how the different centers you survey will be categorized. If you do have respondents identify their program type, ask them to specify their funding source, sponsorship, structure and hours of operation.

- Job Title: Teacher, aide, director, assistant, caregiver....all these terms can refer to the same job, or to very different ones. Labels do not tell you about responsibilities. Think carefully about the way these terms are used for your survey population. For example, head teachers in California public school children's centers are basically supervisory personnel with high salaries. However, when the State Dept. of Education surveyed publically funded centers, they included head teachers earnings in their average for teachers in these centers. Consequently, the average wage looked very high (about $9 an hour) when most teaching staff actually earned closer to $5. Because many of the children's center staff are represented by a union, this survey was also used to conclude that unionizing was responsible for high child care costs.

  If there is much chance of confusion, ask respondents to describe their job duties as a way to double check the title they select. It's also a good idea to cross check their title with the type of program they work in. There is usually some consistency within types of programs, and much difference between programs.

- Pay Rate: Because child care programs vary so much in their schedules and hours of operation, it is difficult to compare weekly or monthly salary schedules. The most accurate approach is to ask for each respondent's hourly wage. Those earning a weekly or monthly salary must divide their total earnings by the number of hours worked during that time period. (Some respondents will make errors here as they do the mental arithmetic to figure their pay per hour.) Be sure to ask for their gross wage, not "take home" pay. "Take home" varies due to number of dependents, benefits etc. You may still want to ask the number of hours people worked in order to get a sense of your population, but it is difficult to include this information with salary calculations.

  For some reason, people are often reluctant to state their exact pay rate. Most surveys ask for pay rate as a closed question, where respondents check off the range closest to their actual pay. Because these are intervals, they are less useful that an exact figure for some statistical analyses. One solution is to ask the question two ways: first ask the respondent to check the appropriate pay range, and then ask them to write in their actual pay level. Be sure to code both answers. The actual question would look like this:

  Please indicate your hourly wage before deductions:
  ()less than $3.50 ()$3.50 - 4.00 ()$4.01 - $4.50 ()Other___

  How much is your hourly pay before deductions?___

In order to get an accurate picture of pay, surveys usually include questions about unpaid overtime hours worked, fringe benefits, and policies such as sick leave that strongly affect the relationship between hours worked and dollars earned. It may be interesting to ask if people need to work a certain number of hours a day or a certain length of time in the center to qualify for the fringe benefits.

When surveying centers, it is useful to ask for the starting wage if the job were to become vacant today. Otherwise you may be comparing workers who are new to the job with those who have been there for many years. Further, in calculating average wages for centers, it is important to base your figures on the number of teachers rather than on the number of centers. Otherwise a small center that paid high salaries would be weighted equally with a large one that paid little.

Because most people think in terms of yearly earnings, you may want to report the results with a chart giving yearly equivalents for different hourly earnings. (See Appendix B)

- Turnover/Job Tenure: If the survey is sent to center directors, this question is phrased in terms of the number of employees who have left for reasons other than layoffs due to low enrollment (say, in the last 12 months) as a fraction of the total number of center staff. If the survey is sent to individual staff, then several other questions are helpful: length of employment in their current job, number of jobs held since they entered the workforce, and length of time "in the profession."

- Education and Training: What centers require in terms of education and training may be quite different from workers' actual background. In many places, child care staff have considerably more education than the minimum required by licensing. When publicizing your results clearly distinguish between required credentials and actual qualifications of those surveyed. Salary data has more impact when it is linked to the high educational levels of child care staff.

Final Review

After the questions have been drafted, allow ample time to review them. If statistical consultants will be involved, be sure they see all the questions before the survey goes out. Ask other people to review the survey; you may even want to role play the questions. Finally, "pilot" the survey with a small group of individuals who are very similar to the ones in your sample.

(Be sure to exclude them from the actual survey sample), Give them a draft of the survey, and ask them to fill it out without added explanations or help. (Ask them to keep track of the time it took them to do this). At the end of the survey draft, add a few questions asking for feedback about the length of the survey, any confusing questions, and other problems they see. Take a few moments, if possible, to discuss the survey with each individual. Their criticism may not always be useful because they may not fully understand the purposes you have for the survey. However, their insights will help you spot potentially disastrous errors.

ANALYZING THE RESULTS
...or, making sense out of all these papers!

Your data is in hand. Having reached this point, you are wondering if you are ever going to be able to compile and summarize this information so that it can be used. Many people get discouraged and overwhelmed at this stage. Although there is a lot of work to do, much of it is straightforward. Most importantly, when you are done, you have got the information you sought so many months ago.....

What's first? Presumably before you ever collected the data you decided if you would be using a computer or human power to tabulate the results. This decision should be made early on so that your survey form can be designed to easily enter data into a computer. Computers save time in tabulating frequencies and cross tabulating data for different sub groups in your sample. But they also require energy, skills and money, and the number of hassles encountered when using a computer can outweigh its other time saving features. Use of a computer will be much easier if you have planned for it when you design the survey form.

Your access to a computer, and the availability of someone with computer skills may be the basis of your decision about how you will tabulate your data. The surveys discussed in this booklet are straightforward enough so that most social science graduate students could help you with the project. But if there are none lurking around your life, don't be discouraged. As long as someone in your group can calculate percentages and averages, you can make your data meaningful to others.

If you do decide to use a computer, your first chore will be to code the surveys so that the information can be easily read into the computer. After the data is computer ready, then a program will have to be written or found that will direct the computer to report the information that you want. There are a lot of computer buffs out there who can help you with this stage.

If you decide to count and summarize the data by hand, there is no one special way to begin. At CCEP we have used both the computer and manual tabulation method. (The survey included in the Appendix is ready to be entered into a computer, but it can also be tabulated by hand.) When hand tabulating, we have appreciated small samples and short survey forms. What we usually do first is make a large tally sheet (sometimes using graph paper almost twice legal size). Across the top we list all the different questions and down the side we list all the ID numbers. Then we fill in the number codes. Whenever possible we try to group ID numbers in some logical order. For example, all the aides in private non-profit centers might be listed consecutively. After we complete the tally sheet, we then do summary sheets on which we record all our findings about a specific issue. See examples below:

TALLY SHEET

I.D. #	hourly wage/	health coverage/	sick leave/	paid holidays/ etc.
01	$4	no	yes	yes
02	$3.50	no	no	no
03	$5	yes	no	yes

SUMMARY SHEET

Category	Head Teacher	Teacher	Aides
sick leave			
paid break			

When tabulating results, the process for open-ended and closed-ended questions varies. With closed questions, the range of answers have already been predetermined and tested. Simple tabulation of categories is all that is required. However, responses to open-ended questions must be categorized first before they can be tabulated, following these steps:

1. Make a list of all responses on a summary sheet.

2. Develop a manageable number of headings, (eg. 8-12) under which all the responses fall.

3. After you have developed categories, try coding 10-15 of the answers to see if there are any ambiguities or confusing terms. Review headings to make sure they don't overlap; combine headings that do.

4. Categorize each response within a heading.

5. Place responses under an "other" category if they do not fall in with any others.

6. Develop a table summarizing the responses and giving the number of responses and percentages within each heading as you would for any other question.

Once you have tallied the information, you will have to decide what statistics you will use in order to make your findings clear to others. The kinds of statistics you use will depend on the kind of questions you have asked. That's why it's important to ask a statistics consultant to look at your survey before you begin. Raw frequencies (the number of people who responded a given way on any question), don't really make sense in and of themselves. For example, 75 workers receiving health coverage would mean entirely different things in a sample of 80 or one of 800. Here are some statistics you might want to use:

- **percentage:** divide the number of respondents to a particular question by the total number of respondents. For example, if 50 out of 150 persons receive health benefits, then 33 % are covered. Percentages are easy for most people to understand and allow for comparisons between groups of different size.

- **average:** add all the responses to a given question and divide by the total number of respondents. This will let you know what most people receive, but the figure can be thrown off easily if there are some very high or low scores. For example, the average salary in a community can look higher than it is if there are a couple schools added in that pay much higher.

- **range:** list the highest and lowest responses to a question. For example, you may say, "aides in private programs may earn anywhere from $3.35 to $5.80 an hour." Information reported this way provides a good overview of the situation.

Again, if you need more clarification on these points, ask someone or check out an introductory statistics text. Beyond these methods of reporting data, you may also want to find out if the differences you observed between subgroups in your sample reflect a meaningful pattern (are "significant") or are due to chance. For instance, are the differences in turnover between private and public programs in your survey just coincidence or do they reflect some real differences common to all public and private programs? These questions of significance require more sophisticated statistical methods.

Although we have been focusing on numerical reporting of data, remember that descriptive or qualitative information is also very important. If people wrote comments on your survey or if you used some open ended questions, these responses cannot only be used in your report, but also can add a human element that is sometimes lost in page after page of numbers.

One last comment on data analysis: you will probably notice that some people won't answer every question. That just happens with surveys. It is important for you to keep track of the number of resondents to a particular question, for if they are too few, then your findings may not be reliable for that particular question. When reporting any question, it is a good idea to let people know how many of the total sample responded.

MAKING THE BEST USE OF YOUR FINDINGS

How you publicize your results is the most important aspect of conducting a survey. Having all the data in the world is useless unless it reaches people. Unfortunately, many groups or individuals who conduct surveys run out of steam at this point in the process. Often, they may write one short report which is poorly distributed. So in making your plans, be sure that some of your group save energy for this very important aspect of salary, benefits and working conditions surveys.

When you get ready to publicize the results, you must think about your target audience(s) and what type of report will be beneficial to them. Most people start with a report for their local early childhood community. Consider writing a short, simple, and attractive article for your local resource and referal and/or AEYC or other early childhood organization newsletter. Consider turning the article into a one page (two sided) fact sheet that can be easily distributed to child care people who might not receive the newsletter(s).

You may find it difficult to condense all your findings into a one or two page summary; most people will not read much more than that. Some groups have written a short summary report for wide distribution and have let readers know that a longer, more detailed report is available upon request. It is always better to have people asking for more information than to overwhelm them with too much!

Any report on a survey should include the following:

- An **introduction** which states why you collected the information and how you hope it will be used.

- A brief **description** of your sample and how you collected and analyzed your findings.

- A **summary** of key findings. Include the most dramatic and those you think people are most interested in hearing.

- A **discussion** of your interpretation of the findings: what you think they mean, any particular issues that might have affected your results.

- A **summary** with conclusions and recommendations. Here's your chance to make suggestions for improvements in the field. For example, one referral agency that conducted a survey ultimately decided to list in their job bank only jobs that offerred at least the average wage in the community.

Some points are better stated in narrative form. Don't overlook the use of figures or tables that illustrate important patterns in your results.

Don't stop at an article!

- Call your local college early childhood education department and ask if you can discuss your findings with the faculty. Suggest making a presentation to classes about these issues.

- Call a meeting of directors and other child care staff to share findings. These give people a supportive environment to discuss their shared problems and an opportunity to brainstorm solutions. In Southern California, meetings following a survey led to such constructive actions as developing a group insurance plan for child care staff and several meetings where people shared personnel policies.

The survey results can be a great way to galvanize the early childhood community around these issues. But, for widespread changes to occur, early childhood people must reach out beyond their own community. Special reports for parents, policy makers and the general public should be prepared. Here are some suggestions:

- When preparing a report for legislators or advocacy leaders in the field, set your findings in context. Compare early childhood work to other forms of employment. State your specific recommendations for action in terms of issues that are of importance to these people--child care cost, funding levels for social services, comparable worth, and workers' rights.

- When informing parents about child care staff working conditions, it is important to acknowledge their need for affordable services. Still, there is room to suggest how better working conditions will lead to better care for their children, and how parents can support child care staff. You might suggest that if parent fees must be raised, that centers can develop sliding fee scales based on earnings and parents can engage in fundraising activities that will benefit staff directly.

- One avenue for gaining general public support for the plight of child care workers is to share your data with community groups interested in children and women's issues. Try different women's groups, from NOW to the Junior League. The National YWCA has chosen raising child care salaries as one of its priority issues. These groups may have access to resources which are not traditionally available to child care programs. Raising their awareness may create powerful allies in future child care struggles at the legislative level.

- Finally, you can approach the general public through the media: newspapers, television talk shows etc. Try to locate those papers and stations that deal with personal interest issues and look for writers or producers who routinely cover family related or labor issues. You may have a hard time catching their interest but be persistent. There are reporters out there interested in our plight--especially if they are child care consumers. (The CCEP has been interviewed by several reporters who became concerned about this issue once they had their own children). Be sure to let newspeople know about actions you are planning as a result of the survey--they may be willing to cover them. (CCEP's new booklet--"Mananaging the Media Maze"--offers suggestions for dealing with the media. It will be available in Spring, 1984).

Make your data striking by using terms and comparisions most people can relate to. In writing survey reports for any audience, include information from the Consumer Price Index. This is particularly helpful if you happen to have comparison data. For example, in West Los Angeles, CCEP was able to make a rough comparison of salaries between 1980 and 1983. During that time the cost of living increased 19% while teachers' wages rose 18% and aides' wages rose 14%. Thus what appears as an increase in earnings is really decreasing purchasing power. Another potentially useful source of facts is the 1980 Census findings. Information such as the poverty level income for your community can serve as a startling tool to show people the plight of many child care workers.

In publicizing your findings, you must be prepared for some negative consequences. Some people will use your figures as a justification for their low wages ("Afterall, my workers earn only slightly less than average.") When sharing your findings it is important to make it very clear that you are not recommending the going rate as an adequate salary. A 1983 Massachusetts survey report included this statement:

> "A caution regarding the use of this data: Our findings represent what we have been able to gather about the current state of the art in Massachusetts child care. Programs may find these a helpful standard of comparison with their own personnel policies, and may well use them as a basis for advocating improvements in the conditions of work in this very under-recognized and under-rewarded field. The data certainly do not represent recommendations of what working conditions should be."

Beyond using disclaimers, people who collect salary data must also decide how they will discuss their information with interested people. What will you recommend to someone setting up a child care center, or to a program wishing to determine a new salary schedule? You might give out an average wage for teachers that represents all programs in your area, or you might recommend a compensation package which includes a range of salaries and benefits. The former can be a goal toward which lower paying programs can strive; the latter accomodates programs with different forms of funding. Your group and others can decide on a policy that makes sense for your community.

CONCLUSION

Salary surveys can't solve all the problems facing people who work in child care. They can, however, serve as a tool to inform the public about the conditions we face and they can motivate staff to become involved in seeking solutions to their common troubles. We hope that you have found the information in this pamphlet a useful guide to a survey project. We also hope that you will seek assistance in your local community if you decide to pursue this time consuming and important undertaking. CCEP staff is available to answer any additional questions you have about surveys. Write or call us: P.O. BOX 5603, Berkeley, California 94705, or call 415-653-9889.

Over the next couple of years, CCEP will be joining with advocates around the country to pressure government agencies to begin collecting more information about child care work. If you have had success in this area, please let us know. We will keep you posted in the our newsletter, the CCEP NEWS. And please, don't forget to think of the CCEP NEWS if you do a survey -- we will share your findings with others around the country.

APPENDICES

Included are a sample survey for individual child care workers, a brief survey sent to centers throughout Minnesota, and a list of potential survey questions .

The sample survey is one which the CCEP has used several times. It is typed on an IBM selectric and then reduced to fit onto one page (both sides) so that it can be folded, stamped and stapled for easy return mailing. You may want to use some of the questions just as we have them. Others (such as those about credentials and program type) will need amending to reflect your local situation.

The tabulation numbers are done for an 80 column IBM card with 10 entries per column. Any one familiar with computers can help you with the best method of coding your survey.

If you want to adapt the individual survey for center directors, simply revise certain questions: For example, instead of asking which of the following benefits does your center provide, you might ask which benefits do you provide for teachers (or aides)? You can also include a series of questions about staff characteristics: How many teachers (aides) are on your payroll? How many left your program in the last year? Were any departures due to layoffs caused by low enrollment? What level of education is required of teachers in your program? How much prior experience? etc.

Potential Survey Questions

APPENDIX A

For Center Surveys:

-ages and number of children served
-stability of enrollment
-number of employees
-size of budget; percentage allocated to wages, training, subs, etc.
-educational and experience requirements for hiring
-number of work hours needed to receive benefits
-turnover of employees

For Individual Surveys:

-sources of job satisfaction and dissatisfaction
-sources of stress on the job
-problems in the workplace
-job responsibilities
-busiest times of the work day
-years working in the field; years in current job; number of jobs held in early childhood; expectations for remaining on the job, in the field
-educational and experience level
-family status: sole support, number of dependents, children in child care
-moonlighting: holding other jobs
-avenues for input into decisions at the center
-vehicles for feedback and evaluation
-accessibility of administration and board
-evaluation of work load
-quality of care able to offer
-health problems on the job

For Individual or Center Surveys:

-availability of breaks and subs for sick staff
-salaries for non-teaching staff, pay rate for subs
-ratio of adults to children
-use of volunteers
-job mobility within the center
-policy for raises (when: calendar, fiscal year or anniversary of hire;why: merit or cost of living)
-availability of contract, personnel policies
-non-classroom responsibilities: parent conferences, meetings, planning time--paid or unpaid
-special benefits for parent employees
-flex time
-collective bargaining status

APPENDIX B

CHILD CARE WORKER SALARY AND WORKING CONDITIONS SURVEY

Instructions: This survey is intended for employees in children's programs. However, if you hold a different type of job, are unemployed or are a student, we would still like to hear your thoughts about child care working conditions. Use the blank section on the back for additional comments.

For each question, circle the one answer that best describes your situation unless more than one answer is requested. Disregard I.D. # and the numbers in the far right hand margin. These are for computation purposes only.

Thanks for your time and effort.
CHILD CARE EMPLOYEE PROJECT

I.D. # _____ /1-4

1. Job Description
Which title best describes your job? *Circle one.*
...aide----------0
...assistant teacher----------1
...teacher----------2
...head or lead teacher----------3
...assistant director----------4
...director----------5
...owner----------6
...student/volunteer----------7
...substitute----------8
...other, please specify_____10
_____ /5-6

2. Education
Which is the highest level you've completed? *Circle one.*
...less than high school degree----------0
...high school degree----------1
...1-6 college semester units in ece----------2
...7-12 college semester units in ece----------3
...13+ college semester units in ece----------4
...2 years of college and/or AA degree in ece----5
...3 years of college in ece related field-------6
...4 years of college and/or BA/BS degree in ece-7
...Some graduate work in ece or equivalent-------8
...Master's Degree in ece or equivalent---------10
...Post Master's Degree----------11
...Other, please specify_____12
_____ /7-8

7. Benefits
Which does your employer provide? *Circle all that apply.*
...health coverage, fully paid by employer-------1/24
...health coverage, partially paid by employer---1/25
...dental coverage, fully paid by employer-------1/26
...dental coverage, partially paid by employer---1/27
...paid sick days, less than 1 per month---------1/28
...paid sick days, 1 per month-------------------1/29
...paid holidays, 3 or less per year-------------1/30
...paid holidays, 4 to 9------------------------1/31
...paid holidays, 10+---------------------------1/32
...paid vacation, 1 week per year----------------1/33
...paid vacation, 2 weeks per year---------------1/34
...paid vacation, 2+ weeks per year--------------1/35
...paid personal days---------------------------1/36
...retirement/pension plan----------------------1/37
...life insurance-------------------------------1/38
...paid maternity/paternity leave---------------1/39
...worker's compensation insurance--------------1/40
...unemployment insurance-----------------------1/41
...other, please specify_____1/42

3. Permits/Credentials
Which do you hold? *Circle all that apply.*

...None----------1/9
...California Children's Center Permit (emergency or partial fulfillment)----------1/10
...California Children's Center Permit (Clear)---1/11
...Child Development Associate (CDA)----------1/12
...California Standard ECE Credential----------1/13
...California Standard Elementary Credential-----1/14
...California Standard Secondary Credential------1/15
...California Community College Credential-------1/16
...Credential/Certificate from other than California (eg. Montessori (please specify)----------
_____1/17

4. Job Tenure
How long have you worked in your present job? *Circle one.*

...less than one year----------0
...1 to-3 years----------1
...over 3-to 5 years----------2
...over 5-to 10 years----------3
...over 10 years, please specify_____4
_____ /18

5. Professional Tenure
How long have you worked in the field of early childhood education? *Circle one.*

...less than one year----------0
...1 to-3 years----------1
...over 3-to 5 years----------2
...over 5-to 10 years----------3
...over ten years, please specify_____4
_____ /19

6. Earnings
A) What are you paid per hour? * *Circle one.*
If you receive a weekly or monthly salary, translate it to an hourly wage by dividing your gross earnings for each pay period by the number of hours worked during that time.

...under $3.35 (minimum wage)----------0
...$3.35-$3.99----------1
...$4.00-$4.49----------2
...$4.50-$4.99----------3
...$5.00-$5.49----------4
...$5.50-$5.99----------5
...$6.00-$6.49----------6
...$6.50-$6.99----------7
...$7.00-$7.99----------8
...$8.00-$8.99----------10
...$9.00 or more, please specify_____11
_____ /20-21

B) Please specify your exact hourly wage_____ /22-23

8. Working Conditions
Which does your employer provide? *Circle all that apply.*

...paid breaks----------1/43
...paid lunch----------1/44
...staff lounge----------1/45
...written job description----------1/46
...written personnel policies----------1/47
...formal grievance procedure----------1/48
...written contract----------1/49
...yearly cost of living increase----------1/50
...periodic merit increase----------1/51
...reduced child care fee for parent employees---1/52
...periodic inservice training----------1/53
...allowance for education (workshops, classes, etc.)
----------1/54
...paid preparation or planning time----------1/55
...payment for attendance at staff meetings------1/56
...compensation (financial or time off) for overtime work----------1/57
...other, please specify_____1/58
_____

9. Program Characteristics
A. Which label best describes your program. *Circle one.*

...private proprietary (owner operated, franchised or for profit corporation)----------0
...private non profit (church, temple, YWCA, YMCA or other community sponsored except hospital)--1
...employer supported (hospital or other industry programs)----------2
...public school (Children's Centers)----------3
...other public (OCD funded, State Preschool, Head Start)----------4
...family day care----------5
...other, please specify_____6
_____ /59

B. When does your program operate?
DAYS *Circle one.*

...year round----------0
...school year only----------1
...summer only----------2
...other, please specify_____3
_____ /60

HOURS *Circle all that apply.*

...full day----------1/61
...half day----------1/62
...before and after school----------1/63
...other, please specify_____1/64
_____

C. Who does your program serve? *Circle all that apply.*
...infants----------1/65
...toddlers----------1/66
...preschoolers----------1/67
...school age----------1/68
...other, please specify_____1/69
_____

10. Miscellaneous
A. How many unpaid hours do you work in an average week? *Circle one.*
...less than 2----------0
...2 to 5----------1
...over 5 to 10----------2
...over 10, please specify_____3
_____ /70

B. Are your represented by a collective bargaining unit? *Circle one.*
...yes----------0
...no----------1
...don't know----------2
...other, please specify_____3
_____ /71

C. Are you? *Check all that apply.*
...male ☐ female ☐----------/72
...member of minority group ☐ ----------/73
...under 30 ☐ 30-50 ☐ over 50 ☐ ----------/74
...AEYC member ☐----------/75
...Sole wage earner in your household ----------/76
_____

D. How many hours do you work each week at your job? *Circle one.*
...less than 10----------0
...10 to 15----------1
...over 15 to 20----------2
...over 20 to 25----------3
...over 25 to 30----------4
...over 30 to 35----------5
...over 35 to 40----------6
...other, please specify_____7
_____ /77

E. Are all your working hours with children? *Circle one.*
...yes----------0
...no, please specify_____1
_____
...other, please specify_____2
_____ /78

F. Does your child care salary contribute toward: *Circle one.*
...less than 1/4 of your household income/year--0
...about 1/2 of your household income/year------1
...about 3/4 of your household income/year------2
...almost all of your household income/year-----3
...other, please specify_____4
_____ /79

G. Do you hold another job? *Circle one.*
...yes----------0
...no----------1
...other----------2/80
_____

Comments:

SAMPLE OF SURVEY FORM (size reduced)

April, 1983

County [redacted]

DAY CARE CENTER Special Survey

Department of Public Welfare State of Minnesota

In addition to the routine survey of your population (Day Care Center Report), the Department of Public Welfare wants to gather ownership and salary data from licensed centers in Minnesota. This information will not be identified with the name of your center. We appreciate your cooperation.

A. OWNERSHIP (check one) This center is owned and operated by a:

1. ☐ Non-profit coporation
2. ☐ Public (governmental) agency
3. ☐ Proprietary organization: Check one at right: 3. ☐ Individual; 4. ☐ Partnership; 5. ☐ Corporation

B. SALARIES PAID TO CHILD CARE STAFF

Many persons ask us about salaries paid to child care staff. Your response will enable us to compute average salaries in each area of the state.

We're asking for hourly salaries only, as a reliable standard for comparison. Please reduce your annual, monthly, or weekly scale to hourly amounts.

For each listed job title, indicate the number of staff currently employed and the hourly salary now being paid to each one. (Do not list names.)

Job Title	Director	Teacher	Assistant Teacher	Child Care Assistant (Aide)
Number of Staff				
Hourly Salaries	$____	$____	$____	$____
		$____	$____	$____
		$____	$____	$____
		$____	$____	$____
		$____	$____	$____
		$____	$____	$____
		$____	$____	$____
		$____	$____	$____

Please return this form with your Day Care Center Report, or mail it separately. Thank you very much.
Telephone (612) 296-2786

● For your information, we have enclosed the results from last year's special survey of salaries.

▶ Mail to: Department of Public Welfare
Social Service Research
Centennial Office Building
St. Paul, Minnesota 55155

YEARLY EQUIVALENT OF HOURLY SALARIES*

*The yearly equivalent equals the hourly wage x 40 hours/week x 52 weeks/year. There are other ways to compute yearly earnings. This is just to give a rough idea of how wages translate. Remember that few child care workers are paid for a forty hour week 52 weeks a year....although many of them work that much.

HOURLY/YEARLY	HOURLY/YEARLY
$3.50=$7280	$7.00=$14,560
$4.00=$8320	$8.00=$16,640
$5.00=$10,400	$9.00=$18,720
$6.00=$12,480	$10.00=$20,800

STEPS TO DOING A SURVEY

1) Decide on the information you want to get.

2) Select the group about which you want information.

3) Develop a questionnaire.

4) Pre-test the questionnaire on people similar to the ones you will survey.

5) Revise the questionnaire based on feedback you receive.

6) Send out the questionnaire.

7) Follow-up to get surveys back.

8) Tabulate results.

9) Analyze results.

10) Write and publicize results.

11) Plan meetings in the community about your findings.

12) Take a rest!

Be sure to ask for help along the way!!!